

Rawlinson Road Middle

2631 West Main Street
Rock Hill, South Carolina 29732

Grades	6-8 Middle School	
Enrollment	1,057 Students	
Principal	Tena N. Neely	803-981-1500
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	12	3	1	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Good	Below Average	No

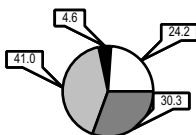
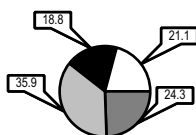
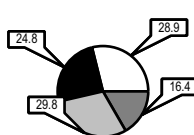
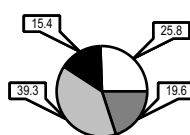
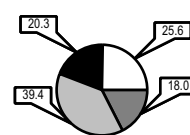
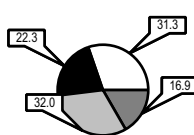
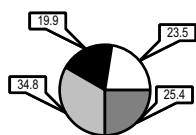
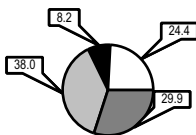
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,043	99.2	23.1	41.5	30.8	4.6	45.4	Yes	Yes
Gender									
Male	500	99.0	27.3	39.9	29.8	3.0	41.6		
Female	543	99.5	19.4	42.9	31.6	6.1	48.8		
Racial/Ethnic Group									
White	645	99.2	13.6	39.8	40.3	6.3	58.0	Yes	Yes
African American	357	99.2	41.6	44.8	12.6	0.9	21.5	Yes	Yes
Asian/Pacific Islander	15	100.0	13.3	26.7	40.0	20.0	60.0	I/S	I/S
Hispanic	24	100.0	27.3	50.0	22.7	0.0	31.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	947	99.5	19.9	42.6	32.4	5.1	47.8		
Disabled	96	96.9	59.3	28.4	12.3	0.0	18.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,043	99.2	23.1	41.5	30.8	4.6	45.4		
English Proficiency									
Limited English Proficient	11	100.0	30.0	50.0	20.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	1,032	99.2	23.1	41.4	30.9	4.7	45.5		
Socio-Economic Status									
Subsidized meals	312	98.4	43.2	42.5	13.9	0.4	23.2	Yes	Yes
Full-pay meals	730	99.6	15.0	41.0	37.6	6.4	54.3		

Mathematics – State Performance Objective = 36.7%									
All Students	1,044	99.3	20.2	36.3	24.5	18.9	53.9	Yes	Yes
Gender									
Male	501	99.0	19.9	34.7	24.6	20.8	56.7		
Female	543	99.6	20.5	37.9	24.5	17.2	51.3		
Racial/Ethnic Group									
White	645	99.4	11.0	34.7	28.8	25.4	65.0	Yes	Yes
African American	358	99.2	38.4	40.3	16.0	5.3	31.8	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	20.0	26.7	53.3	86.7	I/S	I/S
Hispanic	24	100.0	22.7	40.9	27.3	9.1	45.5	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	947	99.6	16.6	36.9	26.0	20.5	57.5		
Disabled	97	96.9	59.8	30.5	8.5	1.2	14.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,044	99.3	20.2	36.3	24.5	18.9	53.9		
English Proficiency									
Limited English Proficient	11	100.0	30.0	50.0	10.0	10.0	40.0	I/S	I/S
Non-Limited English Proficient	1,033	99.3	20.1	36.2	24.7	19.0	54.0		
Socio-Economic Status									
Subsidized meals	313	98.4	39.1	40.2	14.2	6.4	31.3	Yes	Yes
Full-pay meals	730	99.7	12.6	34.8	28.7	24.0	63.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,044	99.2	28.1	30.3	16.5	25.1	41.6
Gender							
Male	501	98.8	27.7	26.6	17.2	28.5	45.7
Female	543	99.6	28.4	33.7	16.0	21.9	37.9
Racial/Ethnic Group							
White	645	99.2	16.6	28.6	20.6	34.3	54.9
African American	358	99.2	51.9	33.3	7.9	6.9	14.8
Asian/Pacific Islander	15	100.0	0.0	13.3	33.3	53.3	86.7
Hispanic	24	100.0	18.2	50.0	18.2	13.6	31.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	947	99.4	24.4	30.8	17.8	27.1	44.8
Disabled	97	97.9	67.5	25.3	3.6	3.6	7.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,044	99.2	28.1	30.3	16.5	25.1	41.6
English Proficiency							
Limited English Proficient	11	100.0	20.0	30.0	30.0	20.0	50.0
Non-Limited English Proficient	1,033	99.2	28.1	30.3	16.4	25.1	41.5
Socio-Economic Status							
Subsidized meals	313	98.4	50.9	33.5	7.1	8.5	15.7
Full-pay meals	730	99.6	18.8	29.0	20.4	31.8	52.2

Social Studies							
All Students	1,044	99.2	24.9	39.8	19.8	15.5	35.4
Gender							
Male	501	98.8	25.1	32.6	21.2	21.0	42.3
Female	543	99.6	24.7	46.4	18.5	10.5	29.0
Racial/Ethnic Group							
White	645	99.2	15.3	39.1	24.2	21.4	45.6
African American	358	99.2	43.7	41.5	10.7	4.1	14.8
Asian/Pacific Islander	15	100.0	6.7	26.7	40.0	26.7	66.7
Hispanic	24	100.0	27.3	45.5	18.2	9.1	27.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	947	99.4	21.3	40.8	21.1	16.7	37.9
Disabled	97	97.9	62.7	28.9	6.0	2.4	8.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,044	99.2	24.9	39.8	19.8	15.5	35.4
English Proficiency							
Limited English Proficient	11	100.0	30.0	40.0	20.0	10.0	30.0
Non-Limited English Proficient	1,033	99.2	24.8	39.8	19.8	15.6	35.4
Socio-Economic Status							
Subsidized meals	313	98.4	47.0	38.4	9.6	5.0	14.6
Full-pay meals	730	99.6	15.9	40.3	24.0	19.8	43.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	348	99.4	30.0	31.2	33.5	5.3	38.9
	7	319	99.4	19.9	42.3	32.1	5.8	37.8
	8	325	99.1	18.4	49.7	27.8	4.1	32.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	337	99.7	28.1	38.0	29.4	4.6	34.0
	7	360	99.2	20.8	38.0	36.2	5.0	41.2
	8	346	98.8	20.6	48.9	26.5	4.0	30.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	348	99.4	12.8	34.7	23.1	29.4	52.5
	7	319	99.4	17.0	37.8	22.8	22.4	45.2
	8	325	99.7	31.8	39.3	17.3	11.6	28.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	337	99.7	9.9	32.7	36.3	21.1	57.4
	7	360	99.2	17.8	35.9	18.7	27.6	46.3
	8	347	99.1	31.9	40.2	19.8	8.0	27.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	337	99.7	27.1	29.0	18.5	25.4	43.9
	7	360	99.2	24.3	31.8	12.5	31.5	43.9
	8	347	98.9	32.0	30.1	19.3	18.6	37.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	337	99.7	22.4	36.3	22.8	18.5	41.3
	7	360	99.2	26.7	40.9	18.4	13.9	32.3
	8	347	98.9	24.8	41.6	18.6	14.9	33.5

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,057)				
Students enrolled in high school credit courses (grades 7 & 8)	20.2%	Down from 21.8%	27.3%	15.5%
Retention rate	1.3%	Down from 2.2%	1.4%	3.0%
Attendance rate	97.0%	Up from 96.9%	96.4%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	Down from 4.7%	3.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 3.3%	3.4%	4.6%
Eligible for gifted and talented	19.7%	Up from 19.2%	29.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Down from 9.4%	9.8%	13.6%
Older than usual for grade	2.1%	Up from 1.7%	1.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 2.9%	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	65.0%	Up from 58.6%	60.0%	51.8%
Continuing contract teachers	81.7%	Down from 82.8%	82.9%	78.1%
Highly qualified teachers	90.6%	Down from 92.7%	90.0%	89.6%
Teachers with emergency or provisional certificates	4.1%	Up from 0.0%	2.8%	6.0%
Teachers returning from previous year	90.7%	Up from 88.3%	88.6%	85.4%
Teacher attendance rate	94.1%	Up from 93.6%	95.2%	94.9%
Average teacher salary	\$43,929	Up 2.8%	\$43,731	\$41,328
Prof. development days/teacher	14.3 days	Up from 9.2 days	10.8 days	11.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	3.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 26.4 to 1	22.8 to 1	21.3 to 1
Prime instructional time	90.2%	Up from 89.9%	90.4%	89.3%
Dollars spent per pupil*	\$5,112	Down 1.9%	\$5,451	\$6,022
Percent of expenditures for teacher salaries*	63.1%	Up from 62.3%	65.6%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.2%	Up from 97.3%	97.2%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the past 32 years, Rawlinson Road has been recognized as a leader in educational excellence. We have been committed to ensuring the development of the unique potential of each student as a lifelong learner through a comprehensive and challenging education program that embraces the best of traditional and innovative practices. We take pride in providing a caring, supportive, diverse, and safe environment for learning in the core academics through our team structure that creates small learning communities for our students. Our strong fine arts program continues to provide numerous opportunities for our students to showcase their intelligence and talents in all areas.

Our school continued to address our literacy and achievement gap goals developed through our participation with the "Making Middle Grades Work" program. Our faculty worked with our literacy coach to develop four literacy goals for this year. These were to provide "read alouds" in every classroom to support curriculum standards, to create classroom libraries with books of different reading levels and high interest reading materials, to create a literacy closet with text sets and other literacy materials for the faculty to share, and to experience more journal writing in response to reading. Our literacy coach provided staff development each month in mini-workshops to provide us with literacy best practice strategies to use across all curriculum areas. We had seven teachers and two administrators take an additional literacy course throughout the entire year. All of our students participated in a shared reading activity with the book, Love That Dog, and were given their own copy of the book to keep. Through our efforts in the Rock Hill Reads program, we were able to provide each teacher with \$200 to purchase classroom reading books to use during our DEAR time each morning. Our literacy leadership team participated in the SC Reading Initiative for Middle Grades by attending 4 leadership sessions with Janet Allen this year.

We expanded our school's participation in the State's pilot program "Using the Environment as an Integrating Context for Learning" (EIC) by training and implementing the program with an 8th grade team. This same team also implemented the SC Studies program working with Clemson University. Our seventh grade EIC team was selected as a Middle School Magic award winner by the SC Middle School Association this year and conducted a presentation at the SCMS conference in February. Our school had 33 teachers attend a "Working on the Work" conference to make student work more engaging based on Philip Schlechty's book. We have 16 teachers attending a follow-up conference with WOW this summer for 2 days.

Our School Improvement Council took on the task this year of researching and presenting to our School Board a new Standard Code of Dress for our students. We are pleased to say that our PTO and 63% of our families supported this proposal along with 99% of our faculty. The new Standard Code of Dress will be in effect for 2005-06.

Our PTO continued to support our school's efforts through volunteering hours at the school and raising over \$20,000 dollars for the school and students. We appreciate the continued support of our school parents and community.

Tena N. Neely, Principal
Lise' Benson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	324	117
Percent satisfied with learning environment	91.7%	74.7%	87.7%
Percent satisfied with social and physical environment	94.6%	74.5%	74.1%
Percent satisfied with school-home relations	94.6%	85.7%	50.0%

*Only students at the highest middle school grade level at this school and their parents were included.